



Individual Learning Plan (SEN support) for
 Plan number
 Graduated Response Point

Photo	Date of Birth		Diagnosis and date	
	Class		Other agencies	Communication and Autism Team (Alison Tatem) School based Educational Psychologist (Ruth Whaling) School based Speech and language therapist (June Adams) NHS Speech and language therapist Local Authority Educational Psychologist Pupil and School Support Service (Tracey Kenny) Physical Difficulties Support Service (Judith Stroud) Visual Impairment Team (Janice Fellowes) Hearing Impairment Team (Liz Marshall- teacher of deaf children, Liz Fearon- Teaching assistant for deaf children) Occupational Therapy Physiotherapy ADHD service Forward Thinking Birmingham (formerly CAMHs) Community Paediatric Team (Allens Croft) School Nurse (Jenny Hagues) Children's services Special Educational Needs Assessment and Review (SENAR- principal officer Marcia Turner) Special Educational Needs and Disabilities Information and Advice Service (SENDIASS- formerly parent partnership) Looked After Children in Education Team (LACES) Womens Aid City of Birmingham Behaviour Outreach (Sarah Owens)

Parents/carers		Medical needs/ medication	
Pastoral support	Pastoral Keyworker (Miss Gray) Pastoral Keyworker (Mrs Robinson) Attendance focus Punctuality focus Lunchtime focus Pastoral support plan Parent support Counselling Anger management support Bereavement support Anxiety support Homunculi Emotional Resilience Support	Behaviour Support	Environmental Behaviour Audit Behaviour Information Sheet Behaviour chart Individual Behaviour Plan Risk of Restraint Reduction Plan Individual Behaviour Log Keyworker Support City of Birmingham Outreach Behaviour Support (Sarah Owens)

Strengths and likes:

Areas of need:

Strategies which have helped me in class and around school in the last term are:

Ways to help me learn

Things I do differently to help me learn

Additional things I need to help me learn

My personalised learning

<ul style="list-style-type: none"> • Alternative ways of recording (mind map, pictures, voice recorder, talk pod, talk board, laptop, capture using ipad) • Extra time to complete tasks • Learning break • Activities planned around my personal interests of..... • Adults scribe for me • Adults read to me to help me understand instructions • I learn through play • Classroom strategies from the speech and language therapist • Sensory diet • Classroom position • Use of unambiguous language • Classroom strategies for speech and language (please specify) 	<ul style="list-style-type: none"> • Raised ruled paper • Dycem • Cushion • Sloping board • Handwriting pen (left/right) • Hand hugger pen • Personal i pad • Busy legs • Caring cutlery • Radio aid • Springy scissors • My teacher highlights ruler edge of the page • Move'n'sit cushion • Wedge cushion • Postura chair • Pencil grip • Weighted pencil • Weighted lap turtle • Reading ruler • Coloured paper (state colour) • Coloured reading ruler • Handiwriter • Talk pod • Talk board • Fiddle toys 	<ul style="list-style-type: none"> • Social stories • Makaton symbols • P- level assessments • 1:1 SEND keyworker support • Teaching Assistant for deaf children • Assessed against previous years national curriculum end of year expectations • Physiotherapy programme • Now and next board • Sensory integration therapy • Numicon • Start/ finish trays • Sensory tent • Downs Syndrome Education Trust • Meadow classroom • Nurture group • ITP • Occupational therapy programme • NHS speech and language programme • Distraction board • Personal work station • Birkdale Trust Support • Activities planned around my personal interests of.....
<p>Other plans to support me (attached to this plan)</p>		

NHS speech and language therapy
Sensory diet
Education Health and Care Plan
Child In Need Plan
CAF
Child Protection Plan
Speech, language and communication individual plan
Speech, language and communication classroom strategies
Personal evacuation plan
Statement of Special Educational Needs
Sensory Integration Pan
Physiotherapy programme
Personal Education Plan (Children who are Looked After- CLA)
Draft EHCP
Dyslexia Support Plan
Pastoral Support Plan
Risk of Restraint Reduction Plan
Well Comm targets
Physical Management Plan
Personal Care Plan
Medical Alert Card
Care Plan

Term 1 targets

Target	Review	Target	Review	Target	Review
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Interventions at wave 1-

Quality First Teaching

- Closing the Gap (CT in assembly times)
- Catch up sessions in class
- Handwriting focus (CT/CTA in class)
- Reading recovery strategies (see KC)
- Pre tutoring (CT/CTA)
- Post tutoring (CT/CTA)
- Assisted blending
- Maths Passports
-

Interventions at wave 2-

group

- Speaking and listening groups (supported by June Adams)
- Visual memory group (20 minutes, 3 times per week for 4-6 weeks)
- Auditory memory group (20 minutes, 3 times per week for 4-6 weeks)
- CAT transition groups (20 minutes, once a week for 6 weeks)
- Additional group reading (20 minutes, 3x per week for 4-6 weeks, class TA)
- Play therapy (30 minutes, once a week Friday pm with Sharon James)
- Gross motor group (30 minutes, once a week for 4-6 weeks)

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Decision of review					
Referrals to be made-					
Continue at graduated response point 1 2 3 4 5 6 7 8 9 10			Move to graduated response point 1 2 3 4 5 6 7 8 9 10		
Term 2 targets					
Target	Review	Target	Review	Target	Review
Interventions		Interventions		Interventions	
Decision of review					
Referrals to be made-					
Continue at graduated response point 1 2 3 4 5 6 7 8 9 10			Move to graduated response point 1 2 3 4 5 6 7 8 9 10		
Term 3 targets					
Target	Review	Target	Review	Target	Review
Interventions		Interventions		Interventions	
Decision of review					
Referrals to be made-					
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Plan agreed by;

Parent
 Class teacher
 Phase TA
 Phase SEND keyworker (if applicable)
 Pastoral team (if applicable)

Other agencies (if applicable)
 SENCO
 Head teacher (for pupils with statutory plans)
 Date

